



## Combating Technophobia in Training

Studies show that only 10-15% of us are eager adopters of technology. Another 30-60% are hesitant "prove its" who aren't necessarily against technology, but want to be shown how it can make our lives easier. And 30-40% are resisters who just don't like technology and feel awkward, angry and scared when made to use it. Therefore, most, if not all, of the people in job readiness classes will likely suffer from at least some degree of "technophobia." Here are 10 ways to make your technology training more effective:

- 1) *Group learners* with like abilities and attitudes together. Trying to teach eager adopters and surly resisters in the same class is a recipe for frustration – the techies will be bored and the resisters will be intimidated. If you can't hold separate classes, create sub groups within the class, each with its own exercises and goals. Be ready to shift students into higher or lower levels as their skills improve or they show signs of falling behind.
- 2) It goes without saying that trainers *must understand the technology* thoroughly themselves, or they will transfer anxiety to their students. Anticipate common questions and have answers ready. Make sure there is expert help accessible in case a particular question or problem stumps the trainer.

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## Lifelong Learning Institute's 2004 Calendar Available Now

Check DWITE, DWD's intranet website, for the LLI Catalog and the 2004 schedule of classes.

The catalog gives additional information such as course descriptions and registration procedures. The calendars are in a user friendly monthly format and are easy to view and print for reference. If you do not have access to DWITE, this information can be found by accessing the DWD website at: <http://www.in.gov/dwd/education/lli>.



## Understanding Spanish

Speakers of Spanish share a common linguistic system and a common grammar. Although inhabitants of the various provinces of Spain and the various countries have slightly differing vocabularies and pronunciation, and use different expressions, these variations do not hamper communication.

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## Check Out These Websites!

Public Speaking:

<http://www.ljlseminars.com>

<http://www.gorin.com>

Training Information:

<http://www.activetraining.com>

<http://www.learnativity.com>

<http://www.trainseek.com>

<http://thiagi.com>

<http://www.newsletterinfo.com>

# Celebrate Learning!

## New Training Available...

### FISH!

Come join the fishmongers at Seattle's "World Famous Pike Place Fish Market" as they demonstrate the FISH! Philosophy in four easy steps: Play, Be There, Make Their Day and Choose Your Attitude. You may see ways to make your workplace more interesting, fun and energetic while better serving your customers!

Length: 2 hours  
Prerequisite: N/A  
Audience: open  
Cost: DWD Staff - paid by DWD  
MOU Partners \$46  
Others \$69

### Workshop Presentation Skills

Preparation goes a long way to help overcome the fear of giving a presentation or conducting a workshop. The preparation steps outlined in this class will enable the participant to deliver effective workshops by answering the who, what, when and where of presentation planning. In this one-day class you will learn about purpose, audience, situational elements, logistics, visuals and notes, and how to use them to make your workshop memorable.

Length: 1 Day  
Prerequisite: N/A  
Audience: Open  
Cost: DWD Staff - paid by DWD  
MOU Partners \$46  
Others \$69

### E-Resumes and Cyberspace Job Search Techniques

The World Wide Web has revolutionized the task of job searching. This class prepares staff to use web sites to find job listings, research employers and post resumes. This class is helpful for staff who assist job seekers with work searches.

Length: 1 Day  
Prerequisite: N/A  
Audience: Open  
Cost: DWD Staff - paid by DWD  
MOU Partners \$46  
Others \$69

## Tips on Technology



### Keyboard shortcuts

- Search for a file or folder use F3
- View properties for a selected item – Alt + Enter
- Switch between open items – Alt + Tab
- Display or hide the Start menu – Windows Logo button
- Show or Hide Desktop – Windows Logo button + D

### Double-Click Problems

Are you repeatedly double-clicking an object to select it or to get it to perform an action? If so, your double-click may be set too high.

To change your double-click timing follow these steps:

- Click on the Start button
- Go to Settings and click on Control Panel
- Click on the Mouse Icon and press Enter
- Select the Buttons tab
- In the Double-Click Speed section of the Buttons tab, move the slider to the slower end
- You can test your new speed by double-clicking the Jack-In-The-Box.
- Click Apply and try again
- If it is still too fast or too slow, adjust the slider again.



### Discussion Question Leads

Ever wonder how to stimulate discussion in your workshops? Try using some of these question leads in your next discussion setting:

- ♦ What did the author (speaker, etc) say about...?
- ♦ What was your reaction...?
- ♦ How does this compare to your (our) experience...?
- ♦ How does this relate to us...?
- ♦ How will this affect our field...?
- ♦ How will this affect us...?
- ♦ What do we need to do with this information...?
- ♦ What else do we need to know...?

## Combating Technophobia in Training (cont. from p.1)

- 3) Include *adequate time for hands-on practice* for all users. Watching an instructor rapidly whizzing the mouse through menus and screens is intimidating for most learners, and does not match the retention that comes from physically performing the task. Practice not only increases retention, but reduces anxiety and builds confidence and motivation to learn.
- 4) A *one-on-one buddy system* – pairing a new learner with a knowledgeable and patient expert – is very effective, especially with resisters. Small groups of matched-level learners working with an instructor are also effective.
- 5) Limit instruction time to what the new user can assimilate and retain. *Frequent short periods of instruction* (no more than 2 hours) are more effective than marathon sessions - even with breaks. Training should be down-to-earth with no more than one or two concepts presented at a time. Don't rule out games like Solitaire for building basic skills.
- 6) Don't move into new instruction areas until *current information is clearly understood and mastered*. Don't assume all is well when no one asks questions.
- 7) Have *specific instructional goals* in mind. Assess ahead of time what learners need to know to perform their jobs most effectively, then provide concrete examples that address those needs.
- 8) *Use the identical software and hardware the learners will be using* in their real jobs. Don't waste your time or theirs by training on obsolete technology.
- 9) Make sure learners have *easy access* to *expert support* after they finish the class and go on the job. Ideally, this would be an on-the-job coach, but the learner may resist being singled out at a new job and be more comfortable being able to discretely call someone with questions.
- 10) Whenever possible, *hold training onsite* at the workers' job location, using tasks and data taken from the workers' own jobs. If that isn't possible, the next best option is a well-designed technology center in your own organization. External vendor classes and seminars are least effective.

**\*\*Adapted from "Twelve Learning Interventions that Combat Technophobia," by Linda Ristow Puetz, pgs. 339-342. A Nation at Work. ©2003 Rutgers University Press.**



## English Vocabulary (50 cent words for the quarter)

*couchant*: lying down especially with the head up  
*eidetic*: marked by or involving extraordinarily accurate and vivid recall.

*frangible*: readily or easily broken

*lexicon*: a book containing an alphabetical arrangement of the words in a language and their definitions: dictionary

If the reader has any good 50-cent words, send them to the editors Peggy Wessol (pwessol@dwd.state.in.us) or Carol Radke (cradke@dwd.state.in.us).

## Understanding Spanish (cont. from p.1)

### Phonetics

The Spanish alphabet consists of 28 letters: *a, b, c, ch, d, e, f, g, h, i, j, k, l, ll, m, n, ñ, o, p, q, r, s, t, u, v, x, y, and z*. The vowels of this alphabet (*a, e, i, o, u*) sound roughly like the English words *ha, hay, he, ho, and who*. The Spanish language also contains 14 *diphthongs* (speech sounds) that combine the strong vowels (*a, e, o*) with the weak ones (*i, u*) to create distinct sounds. Examples of these are *ue*, as in *bueno* (good), and *io*, as in *dios* (god). The letter *y* serves as both a consonant, as in *yodo* (iodine), and a semivowel, as in *bueyes* (oxen).

Unlike vowels, the consonants of the Spanish alphabet cannot be combined to create new sounds. However, there are some notable issues with consonants. The consonants *b* and *v* are pronounced very similarly to each other, as are *ll* and *y*. Spanish speakers also drop *h* sounds at the beginning of words, so that *horario* (schedule) and *historia* (history) are pronounced as if they were spelled *orario* and *istoria*. These three elements of the language account for the most common mistakes made by people learning Spanish as a second language: confusing a *b* with a *v*, mistaking an *ll* for a *y*, and adding the *h* sounds to the beginning of words with a silent *h*.

**\*\*Source: "Spanish Language," Microsoft® Encarta® Online Encyclopedia 2004 <http://encarta.msn.com> © 1997-2004 Microsoft Corporation. All Rights Reserved.**

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# ICEBREAKER

## Connecting Activity #3: Birds-of-a-Feather

Tell the participants they need to find someone in the room who likes the same junk food that they do and form standing pairs. If someone hasn't found a partner (no one else likes gummy bears, for example) that person can join any pair to form a triad. Once they have a partner, direct them to introduce themselves and answer the question on a chart or overhead transparency. Then direct them to find a new partner, someone who has vacationed in the same place they have. Another time they find someone who drives the same make/color of car, who has a birthday in the same season, who has the same first or last name initial, who is wearing the same color, etc.

Source: Sharon Bowman, "Presenting with Pizzazz", 1997, pp. 72-73



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